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ABSTRACT

The guide's contents are designed as ideas that could be used to develop various career education concepts and objectives at the first grade level. The activities are to be integrated into existing curriculum, sequenced, and adapted to meet the needs of all people involved in education at the local school. The purpose of the guideline, a career education philosophy, summary of objectives, concepts to develop (grades K-6), and first grade objectives are outlined. Career education activities have been organized as they relate to three personal and world-of-work oriented objectives. Units are provided on: understanding feelings; personal attainment; goals and aspirations; school workers; parent's occupation; home and family workers and helpers; policemen; workers related to holidays, space, weather, animals, the circus and medical fields; the newsboy and the mailman. Each unit is keyed to a broad objective, broken down by specific behavioral objectives, for each of which there are suggested activities, teaching techniques, and resource materials. A sampling of activities includes stories, game and role playing, drawing, reading, films, demonstrations and discussions, singing, making a newspaper, and field trips. Guidelines for resource people and field trips are appended. (Author/NH)

ED 050087

GRADE 1

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

AWARENESS

SKILLS

ATTITUDES

APPRECIATIONS

CE003323

REVISED AND CONDENSED

First Grade Guideline

of the

North Dakota Exemplary Project in Career Education

Conducted Under

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August 1974

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PREFACE

The 1968 Vocational Education Amendments called attention to the need for innovative programs in education that would help students bridge the gap between school and work. In response to this legislation the State Board for Vocational Education in cooperation with the Department of Public Instruction, the Bismarck Public School District, and others have initiated a developmental program in Career Education. This program has been developed and field tested in the Bismarck District and other schools that have asked to become involved during 1970 - 1973.

The following materials have been compiled by the staff of North Dakota's Exemplary Career Education Program with the assistance of many individuals and groups. The contents are designed as ideas that could be used to develop various Career Education concepts and objectives. The activities are to be integrated into your existing curriculum, sequenced, and adapted to meet the needs of all people involved in education at the local school.

ACKNOWLEDGMENTS

The staff of the State Exemplary Project in Career Education gratefully acknowledge the help of the teachers, administrators and counselors in the Bismarck Public Schools for assistance in the development and field-testing of the suggested activities.

In addition to the personnel in the Bismarck School District many individuals and groups contributed to furthering the effort of Career Education in North Dakota. The project staff extends a special thank you to the staff of the State Board for Vocational Education, members of the Department of Public Instruction, and all other school districts, agencies, and individuals that helped make this publication a reality.

PURPOSE OF THIS GUIDELINE

The Career Education reference material included in this guideline represents information that will be helpful to teachers in achieving the goals of a Career Education program.

The guide provides a flexible framework to provide experiences that will support the learning principles needed to attain the required knowledge, attitudes and skills essential to productive living. Within this flexibility, there is a planned sequence from one grade level to next. The needs of the students, the involvement in the world of work and the classroom facilities should determine the selection of resource units to be utilized.

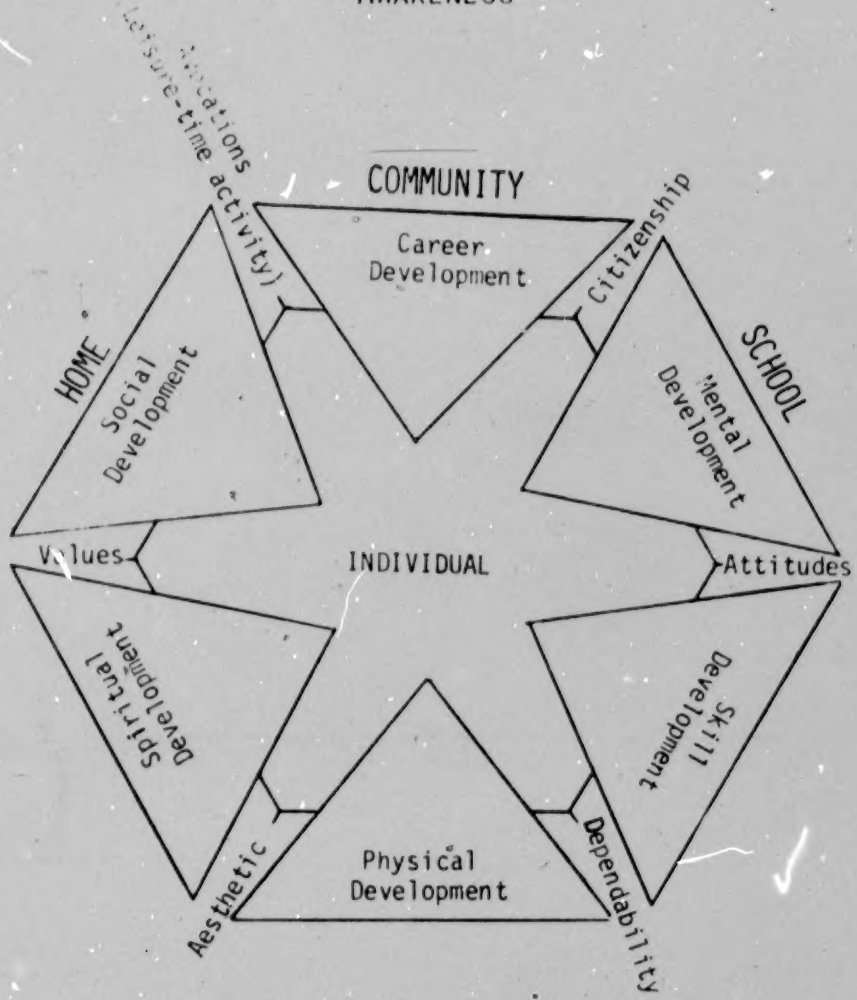
This guide does not provide a framework for a separate unit on careers. Rather, it is expected that learning experiences from the guide will be incorporated into existing units of instruction.

This guide is organized around three major objectives. To achieve these objectives the activities include expected student behavior and suggested learning experiences. Teachers are encouraged to add other goals and learning experiences which they have found successful.

The Career Education activities in this guide have been organized in the Table of Contents as they relate to the major subject areas and the three broad objectives. With this structure, the teacher has a ready reference for the selection of an activity appropriate for that area of the curriculum. In using the activities, the classroom teacher should make special note of the format as it applies to the student and teacher needs. Provisions have been made for a broad objective and supportive techniques. Also, suggested resources have been listed to help the teacher and student work out a plan of study. It is not intended that the teacher be limited to the activity as presented. Rather, it is to be thought of as a point of departure in accomplishing the desired objectives.

CAREER EDUCATION PHILOSOPHY (K-6)

- AWARENESS -



INDIVIDUAL DEVELOPMENT

Career development is that one aspect of life-long individual development which relates to the occupational needs of the individual and which occurs with social, emotional, mental, physical, spiritual, and skill development. All facets of individual development are integrated with each other in a life-long continuing process.

Career Education in the elementary school provides for helping individuals build positive self-images, positive attitudes toward all work and workers, and a broad orientation to workers and occupations.

Emphasis on the career development of the individual calls upon teachers, administrators, counselors, parents, and the business community cooperatively searching for ways of providing meaningful activities and experiences for students. These activities should not be taught as an isolated course. An integrated approach giving emphasis to Career Education concepts when and where the appropriate opportunity arises will provide meaning and purpose to the curriculum.

SUMMARY OF CAREER EDUCATION OBJECTIVES

I. PREPARE FOR MAKING CAREER DECISIONS

- A. Know own characteristics relevant to career decisions.
- B. Know the characteristics and requirement of different careers and occupations.
- C. Relate own personal characteristics to occupational requirements.
- D. Plan for career education or change.

II. IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

III. POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

- A. Have generally useful numerical skills.
- B. Have generally useful communication skills.
- C. Have generally useful manual-processing and decision-making skills.
- D. Have generally useful interpersonal skills.
- E. Have employment-seeking skills.

IV. PRACTICE EFFECTIVE WORK HABITS

- A. Assume responsibility for own behavior.
- B. Plan work.
- C. Use initiative and ingenuity to fulfill responsibilities.
- D. Adapt to varied conditions.
- E. Maintain good health and grooming.

V. HAVE POSITIVE ATTITUDES TOWARD WORK

- A. Recognize the basis of various attitudes toward work.
- B. Hold competence and excellence in high regard.
- C. Seek personal fulfillment through own achievements.
- D. Value work in terms of societal goals.
- E. Pride in work improves quality.

VI. HAVE A POSITIVE IMAGE OF SELF

- A. Understand feelings toward myself and others.
- B. Understand and accept my similarities and differences.
- C. Identify, clarify, accept, or change my values.
- D. Assume responsibility toward self and society.
- E. Recognize inherent capabilities.

CONCEPTS TO DEVELOP (GRADES K-6)

1. Specialization leads to interdependency.
2. Geographical location determines kinds of work found therein.
3. Individuals live in a particular geographical location due to the nature of their work.
4. People need to speak well in their work.
5. People need to be able to listen in their work.
6. People need to be able to write in their work.
7. Reading helps people in their careers.
8. The ability to communicate effectively helps a person work well with other people.
9. Understanding of mathematics helps people in their work.
10. Money is the chief form of barter in our society.
11. An understanding of science helps people in their work.
12. Having a scientific attitude (problem solving) helps people in their work.
13. Advances in science change work.
14. Advances in science have altered the occupations that produce goods and occupations that produce services.
15. Some people work to help us stay healthy.
16. Some people specialize in their work to keep us healthy.
17. There are many jobs associated with physical education.
18. Music, art, and drama give people pleasure.
19. Some people have occupations in fine arts to give us enjoyment.
20. Careers in the fine arts often require special training.
21. There are many jobs associated with fine arts.
22. Self-understanding is important in making career decisions.
23. Leisure time activities affect career choice.
24. Individuals differ in abilities, interests, attitudes and values.

FIRST GRADE OBJECTIVES

I. To present appropriate occupational information about the world of work.

A. Jobs I Do

1. At home
2. At school

B. Jobs I Know

1. At home
2. At school
3. Workers that come to my home.

II. To develop an awareness of self-worth.

A. My feeling

B. My similarities to others

C. My differences to others

D. My place in society

E. My strengths

F. My weaknesses

III. To develop positive attitudes toward the world of work.

A. To learn how to get along

B. To learn to share

C. To learn the give and take process of life

D. To learn to take good care of their own property

E. To learn to take care of other people's property

F. To learn to appreciate all workers no matter what occupation

25. A society needs both a producer of goods and producer of services.

26. Supply and demand of goods influences the kinds of workers found in the community.

27. People work for various rewards.

28. Math concepts are necessary in communicating.

29. A healthy body is essential to a productive worker.

30. Many people have special training for work.

31. Recreational activities expand interests.

x

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an Awareness of Self-Worth

SPECIFIC BEHAVIORAL OBJECTIVE: List suggestions offered by class on: A) the best way to make friends. B) Why we need friends.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1

Unit II Understanding Feelings

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Activities are attached as they are listed in the teacher's manual of the DUSO (Developing Understanding of Self and Others) Kit.	1. Use the various methods offered in the DUSO kit to develop the concept that each of us have similarities and each of us have differences.	1. DUSO (Developing Understanding of Self and Others) Kit.
2. Group interaction to help the "loner."	2. Assign compatible partners for free play, class projects, phy ed activities and reading in pairs.	

SUGGESTED CORRELATION FOR THIS ACTIVITY: Included in all subject areas.

Use any Colors
Discuss feelings
Use Children's suggestions.

How Do I Feel?

Sharp

Tiny

Small

Tired

Worried

Happy

Good

New

Hungry

Lucky

Keen

Neat

Shy

Wonderful

Terrific

Super

Great

Tremendous

Playfull

Awake

Courage

1. To assist children in acquiring an understanding of the many aspects of courage.
2. To help children understand that courage is more than an outward show of bravery.
3. To encourage children to overcome trivial fears through awareness and understanding.

COURAGE is an inner feeling that causes a person to act bravely and responsibly. It is not to be confused with recklessness, for the acts of a courageous person will have different consequences from those of a reckless person. Both take chances, but the courageous person does so after considering the probable outcome of his action and deciding it is worth the risk, while the reckless person neither studies the situation nor considers the possible results of his behavior. Both may *appear* brave, but the reckless person often indulges in actions which are not only dangerous, but are really unnecessary.

Courageous action, then, is based upon reasoning and results from an analysis of the situation. The behavior exhibited is only the result of the process of courage, which includes a perspective that examines all aspects of the present and the future and selects those actions which seem most likely to be successful. This behavior requires confidence in one's ability to handle any situation that may arise.

Everyone has the opportunity for courageous behavior at all times if he is to remain true to his feelings and desires despite the possible opposition of the crowd; that is, it takes courage to be an individual. Anyone can become trapped in the security of routine and group activity. The courageous person is an individual, and reaps the benefits of the security and esteem that come from being and behaving like an individual.

Taken From:
The Random House Program for Elementary Guidance
Random House/Singer School Division

Boo

by Munroe Leaf

p. 6 ► But worst of all, what scared him most was the DARK.

1. Is everyone frightened of some things?
2. Should people try to stay away from the things that frighten them?

p. 8 ► Alexander wasn't scared of anything. Not that he was foolish and bothered things that would make trouble.

1. What are some things people should not bother?
2. Does it show bravery to bother with things that could cause trouble?
3. What is the best thing to do with things that could be harmful?

p. 12 ► Frogs and toads couldn't hurt anybody, and if Boo didn't like their looks and want to play with them, he could remember that they probably didn't like his looks either, and they didn't want to be played with anyway.

1. Do people meet others with whom they do not want to play?
2. Do they meet others who do not want to play with them?
3. What is Alexander trying to teach us?

p. 16 ► Some of them were good and others were bad and dangerous.

1. Is it brave to go near a dog you do not know?
2. Is staying away from dogs you do not know the same thing as being afraid of them? Why?

p. 20 ► No matter how much Alexander talked about it, Boo still was scared of the dark.

1. If you were Alexander, what would you say to Boo so he would not be afraid of the dark?
2. Do you think it takes courage to stay in the dark?

p. 24 ► Down in the kitchen, Alexander jumped so high he bumped his head on the stove, but he ran upstairs as fast as a cat when he is in a hurry, and that is very fast.

1. Why did Alexander run upstairs to Boo?
2. Should people heed a call for help by a friend? Why?
3. Sometimes it takes courage to help others. Can you give an example?

54 COURAGE

BOO by Munroe Leaf

p. 26 ► "Look," he said, and pointed at the lumps of darkest dark. "Wild animals."

1. Do you think there are really wild animals in the dark?
2. Why do you suppose Boo thought he saw them?
3. Does being afraid sometimes make people imagine things? Like what?

p. 34 ► Boo laughed too.

1. How is Boo learning not to be afraid of the dark?
2. Do you think after this he will be able to stay alone in the dark without being frightened?
3. Can people learn to overcome some of their fears this way?

SUMMARY DISCUSSION: All of us are afraid of something at one time or another. Some things are best left alone because they may be dangerous. Other things, however, are not frightening at all once we get to know them.

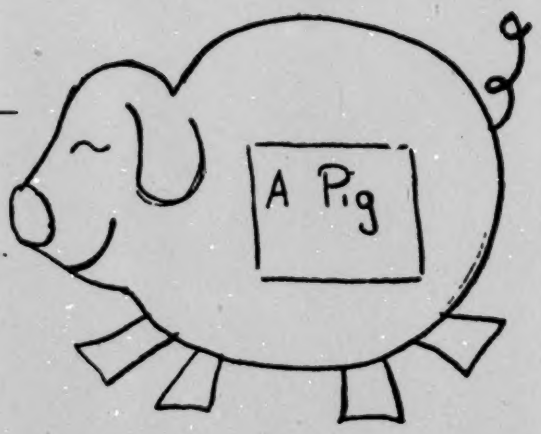
Further Reading:

MIDDLE MATILDA by Winifred Bromhall
SWITCH ON THE NIGHT by Ray Bradbury
A FLY WENT BY by Mike McClintock
THE AFFABLE, AMIABLE, BULLDOZER MAN by Elisabeth MacIntyre
EDITH AND MR. BEAR by Dare Wright

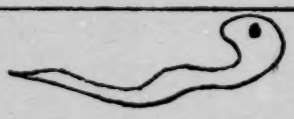
If I WERE...

If I were A Whale

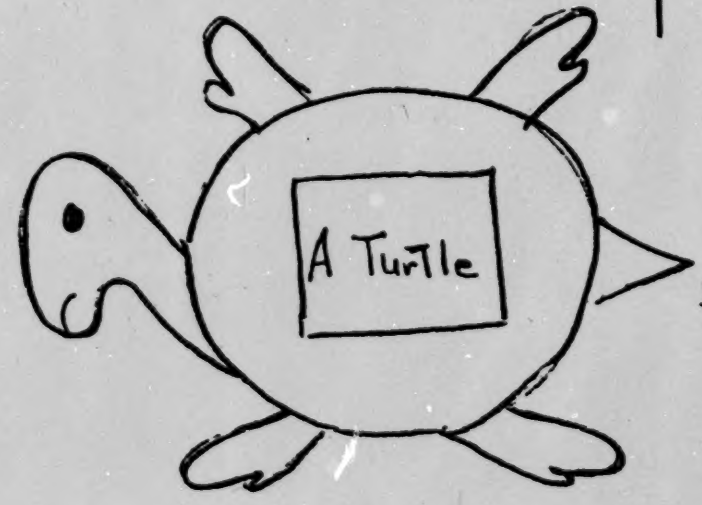
If I were A Cat



A Snake



The Blue Fairy



Background: Pale Yellow
Lettering: Orange
Use to express feelings and ideas
Role playing?
Do these animals need anyone?

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of work stations within a school, pupils will explain job responsibilities of at least four workers in their school, in group discussion.

School Workers:
Staff

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Use teaching pictures to introduce. Visit each worker in his work area. Suggested places are: Principal's office School nurse Librarian Janitor Teachers Cooks Secretary's Office	1. Review job of each worker before trip. Divide activity in 2 or 3 trips. Discuss value of job of each worker as he is visited. "Why is your job important? What do you do? How does it fit in with other workers in the school? What tools do you use? What do you like best about your job?"	1. Teaching Pictures - School and School Helpers - Cook (General aid to these activities) Our Home & Our Schools Fraser & Hay American Book Co. 1961 Our School Workers 1-6, McGrew-Hill
2. Play game - "Who Am I?"	2. Tell and pantomime some important thing I do and let pupil guess what worker it is.	2. Resource people from school staff.
3. Stories	3. Select as they relate to the discussion.	3. BOOKS: I Want to be Books, Carla Greene; I Want to be a Nurse, I Want to be a Teacher The True Book of Schools - Elkin My First Day at School - Hefferman (text - teachers edition) All About School Helpers - Hoffman Look-Read-Learn Series Melmont Publ., Inc. Chicago, Ill. "A Trip Through a School" - Rowe, Watts I Know a Teacher" - Buchheimer Community Helper book
4. Filmstrips (and records)	4. View and discuss	4. S.V.E. Community Workers and Helpers filmstrip & record "School Workers".
5. Sing song	5. Sing with actions made up for song. Improvise verses to fit job under discussion.	
6. Draw and color workers	6. As each is studied, draw, color, and cut out worker for bulletin board.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
7. School workers could visit the classroom and tell about their job.		4. William, Andy and Ramon - "Our School" (filmstrip/record) B. F. A. School Series: Our School Workers McGraw-Hill "School Helpers" 121-I Eye Gate House
8. Make an experience story in the form of a big book that includes each school worker and the students.		
9. Tour school building first day of school.		
10. "Busy Bees" can be the captain of a "Helpers Chart" with a flower for each duty, a bee for each child. The bee lands on the flower naming his duty.		5. "Fun to Be a Helper" p. 15 Music Around the Clock, Wolfe, Krone & Fullerton 6. Paper - colors - scissors

WE NEED you!

Teacher

Bus Driver

Secretary

Cook

Nurse

Custodian

September,
Fall Colors: Yellow Background
Brown Letters
Use yarn to surround
lettering

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the World of Work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate student's knowledge of parent's occupation, the students will name three tools that his parent uses in his work if that number is available.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Parent bags: Use child decorated paper bags to bring tools (or a tool) of either parent's occupation to show and explain their work.	1. Discuss work and workers and how each worker is very important.	1. Paper Bags Construction paper, crayons, tempera paints, colored chalk, paste.
2. Have students take these home and have their parents put tools into bag and explain to them what each is used for.	2. Discuss how certain tools that their parents use makes work easier. (example of tool) Do same for teacher (ruler) and student (pencil).	2. Egg Beater (mother) Pencil (student) Ruler (teacher)
3. Child brings daddy or mommy bags back to school and explains to the rest of the class what his father's or mother's job title is, tools used and how used.	3. Discuss how their fathers need certain tools in their work. 4. Fold paper in half vertically and draw mother and father working at their jobs; mother on one side and father on other. 5. Equalize the importance of Mother and father role in home such as for the cases where a mother or father is not in the immediate family or home situation. Discussion on this necessary.	

SUGGESTED CORRELATION FOR THIS ACTIVITY: Can be included in areas of Social Studies, Art and Science.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate knowledge of father's or mother's occupation, each child will be able to state at least one specific duty of his father's or mother's trade and at least one reason why it is important.

Home and Family
Workers - Father

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read story and discuss father's role in family. Use questionnaire to survey different jobs represented in the classroom.	1. Motivating discussion questions: "What work does your daddy do?" (Or where, or what type?) "Does he wear a uniform?" (What kind, color, etc?) "Does he go out of town to do his job?" "Does he talk - listen - read - write in his work?" Send home questionnaire for further information.	1. About Family Helpers, Hoffman, Melmont Publishers Survery sheet attached
2. Show filmstrip and/or film.	2. Promote discussion on filmstrip (which may need 3-4 sessions)	2. "Father's Work" (6 filmstrips) 136-M Imperial Film Co. "Why Fathers Work" (film) 14 min. #2814, Encylopaedia Brittanica
3. Fathers come into classroom as resource people. Explain their work - with time for questions provided.	3. Orient resource person to needs of instruction and level of understanding of the group.	3. Resource people
4. Role-play father's work.	4. Use basic props like caps, simple tools, etc. for each worker's role in play.	4. Simple equipment brought from home or improvised at school for each worker.

SUGGESTED CORRELATION FOR THIS ACTIVITY: Correlate in areas of Language Arts

SUGGESTED LETTER TO PARENTS

Alternative: Interview

Dear _____
(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.
(child's name)

Would you answer these questions for us and send it to school with your child. We will study how your job affects our lives.

1. What is your job? _____

2. What are some of your duties? _____

_____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.?

_____

_____

4. Would you consider coming to our classroom to explain your work to the children and perhaps show tools or slides? _____

5. Do you have a hobby you would like to discuss with and show the class? _____

Thank you for your consideration.

_____
Sincerely yours,
(teacher)

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of family's occupations, the student will complete at least 50% of the job tree used.

SUGGESTED SUBJECT AREA Social Studies and Art

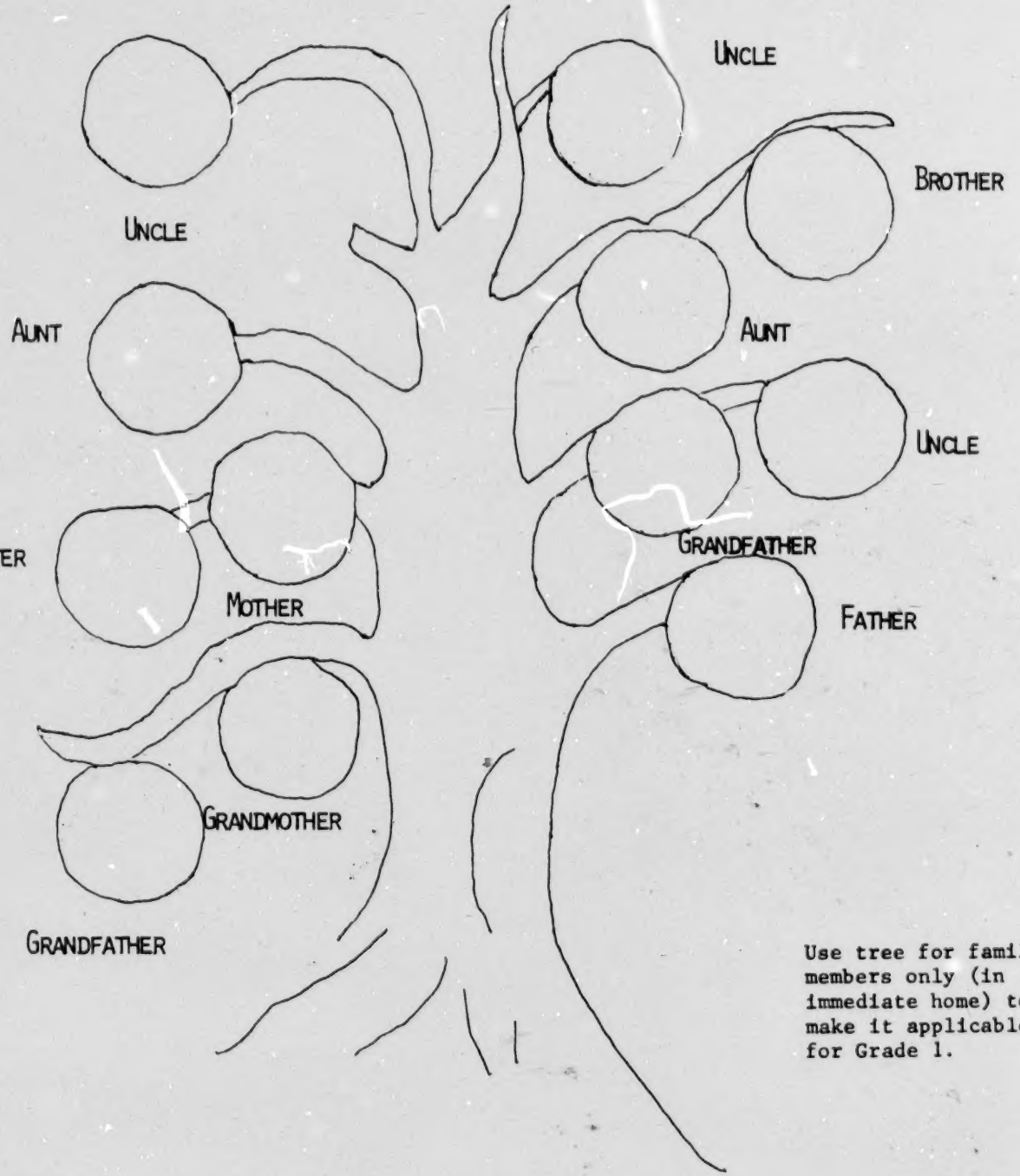
SUGGESTED GRADE LEVEL 1

Family Helpers

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read story "Family Helpers" and have students find out what jobs their parents, relatives, brothers, and sisters do.	1. Begin by asking students to raise their hands if they know what their father does on his job; mother does, brother does, uncle does, aunt does, grandmother does, grandfather does.	1. Book: About Family Helpers Hefflefinger & Hoffman Childrens Press
2. Have students draw pictures depicting these people on the job (uniform, background, etc.)	2. Each child choose a relative and make his drawing and share with class. Then ask if they know what their parent's job title is. Have students put their names on these and post them on the bulletin board.	2.
3. Show filmstrips.	3. Make selections from listed filmstrips and possibly divide in 2-3 sessions.	3. Filmstrips: Film Associates (Taylor Audio-Visual) William, Ramon, Andy and Five Friends at School, "Our Families" BFA Society for Visual Education Jim's Family Working Together in a Family Long Filmslide Service Farm Fathers - Series 1 Farm Fathers - Series 2 Imperial Film Company Mothers Work Too
4. Use job tree and circles.	4. Use 12 x 18 construction paper and larger circles. Tree may be limited in circles to family members discussed. Draw illustration of job in each circle. Or use cut-outs from magazine or comics for depicting various occupations. Make it colorful.	4. Drawing of tree and circles with heading "Jobs I Know"

SUGGESTED CORRELATION FOR THIS ACTIVITY:

JOBS I KNOW



Use tree for family members only (in immediate home) to make it applicable for Grade 1.

YOU NEED NOT FILL IN ALL CIRCLES

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of policeman's responsibilities, have children name and list as many ways as possible policeman helps people.

IMMEDIATE NEIGHBORHOOD: Policeman (September)

SUGGESTED SUBJECT AREA: Social Studies

SUGGESTED GRADE LEVEL: 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Invite a local policeman (if one is a parent, better still) to talk to the class about his various duties. (May be used selectively if too long) 2. Read a story. Use Teaching Pictures to introduce (policeman) 3. Sing songs. 4. Arrange a safety demonstration with the police department. 5. Make a mural of a policeman's various duties. 6. View a filmstrip about a policeman. 7. View and discuss the poster pictures of the policeman in the fold-out: "People in the Neighborhood."	1. Arrange a classroom talk and discussion with a local policeman. (orient him to subject discussion areas) 2. Picture to introduce story. Discuss the story, reviewing the importance of the duties of the policeman. The jobs of the policeman are to help people and keep order, and we can help by obeying laws which were made for our protection. It takes many trained workers to guard the safety and give aid to people in a city. Discuss such questions as: "What does a policeman do?" "Why do you think a policeman wears a special uniform?" "What are some ways he helps people?" 3. Memorize words and actions to songs. 4. Arrange the demonstration for the primary department. (To conserve on their staff appearances) possible held in the gym - to demonstrate proper traffic safety.	1. Resource person 2. BOOKS: Your World - Let's Visit a Policeman I Want to Be: A Policeman, Carla Greene, Children's Press About Policemen, Dillon, Melmont The True Book of Policemen and Firemen Read About the Policeman, Slobodkin PICTURES: Teaching Pictures - Home and Community Helpers - Cook SVE - Picture Posters with records 3. SONGS: "Police Dept" "The Traffic Cop" p. 84, This is Music, Gr. 2, 1961, Allyn & Bacon, Chicago "The Traffic Man", p. 19, American Singer, Gr. 1, 1954, ABC 4. Resource people 5. Paper, crayons, scissors, paste

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
8. Create traffic light puppets for use in dramatic play.	5. As the duties are discussed, draw illustrations to be arranged by the children as a mural.	6. Filmstrips: "Policeman" Long Filmslide Serv. "Let's Go to A Police Station" (filmstrip/record) G. P. Putnam's Sons, New York Film: "The Policeman" #2477 Encyclopaedia Britannica
9. Walk to the traffic lights near your school and observe them in operation.	6. View filmstrip that is available.	7. Picture foldouts: "People in the Neighborhood", The Child's World
	7. Use as a review of #1 and 2.	8. Bags and construction paper as stated in technique.
	8. Provide paper bags, circles of red, yellow, and green paper, scraps of paper in these colors, paste and scissors. Children create a face for "Mr. Stop" with a red circle, and a face for "Mr. Go" with a green circle. They may use the yellow circle at the sides of the face. They can make a face on each side of the bag - Mr. Stop on one side and Mr. Go on the other - with yellow circles on narrow sides of bag.	
	9. Practice using the traffic lights by crossing several times.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: 1. To demonstrate the student's understanding of the value of cooperating in the planning of a party, groups of students will plan an assigned segment successfully, based on teacher observation. 2. To demonstrate a knowledge of workers involved in producing and distributing party supplies, students will correctly name five different workers involved.

SUGGESTED SUBJECT AREA General

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Plan a Halloween party. 2. List and discuss workers involved in foods, party treats, and costumes. 3. Assign committees to the various duties involved in planning and giving the party. 4. An apple bob can be used to lead into the workers and source of apples. (Tie apples on a string instead of putting them in water.) 5. Plan a party with activities directed toward a specific subject.	1. Plan the menu for the party. Emphasize that these supplies are the result of many workers' efforts. Have students list workers that were involved in getting these supplies to you for this party. Discuss and encourage costuming. Encourage original costumes made from items at home. List the workers involved in obtaining such items. Suggest and discuss bobbing for apples as a party game. Talk about where the apples will come from, ask questions that will bring discussion about fruit growers, pickers, transportation, etc. 2. Let class suggest workers listed. 3. Give each small group responsibility for some phase of the party.	1. Food and costuming brought by children.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a student's knowledge of a paper boy's work, each student will be able to name at least one job responsibility and one reason that a newsboy's job is important to us.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1

IMMEDIATE NEIGHBORHOOD:
Newsboy (November)

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Display a daily newspaper and show students the different sections. Hold discussion on how many people have worked together to produce this paper.	1. Have children examine the sections, and then bring a paper from home so that each will have his own to examine. Point out concepts such as: newspapers are printed in a newspaper office; newspapers are taken by truck (or car) to newsboys; many people work at newspaper office, but the delivery boy is the youngest.	1. Newspapers from home.
2. a) View and discuss the illustration of newsboy on the picture fold-out. and b) "Newspaper Boy" (filmstrip)	2. a) Show filmstrip and record b) Must be from same school - (6th Grade) Plan talk to first grade	2. Picture foldouts: "People Who Come to My House," Childs World WOW Educ-Craft ECF 102 "The Newspaper Boy" Denoyer-Geppert (filmstrip)
3. Have an older brother (or a friend) come to the classroom to tell the children about being a newsboy.	3. Have the newsboy tell all the phases of being a newsboy: getting up early, taking the papers in all kinds of weather collecting; being sure that everyone on his route has their evening paper.	3. Resource person ~~6th grade~~
4. Learn newsboy chant.		4. Chant: I ride my bike around (pretend to ride bike) With my papers in a sack. I go to many houses, Delivering papers from my pack. (pretend to deliver papers) I like to be a paper boy And ride my bike around. (pretend to ride bicycle)
5. Check at home to see how many papers come daily, weekly	5. What papers come? Report and bring copies of old ones to school. Find out why families want a newspaper. Why is it important? Why is the newsboy an important worker?	
6. Make a news bulletin board for mounting news pictures and		7. Song: "Newsboys" p. 84, This is Music, Book 2 1961, Allyn and Bacon

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
items of current interest to the children.	6. Encourage children to look for at at least one item each which interests him, and bring it to class for the board.	
7. Sing song.	7. Sing the song and adapt motions for it.	
8. Write riddles. Could bring in newspaper to circle letters or words they know.	8. May initiate riddles by having children supply sentences that will describe the newsboy without actually saying his name or job. Record them on the chalk board to be read as a chart experience by the children.	
9. Make a class newspaper as a writing and language arts activity.		

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of workers affected by the weather and seasons, each child will be able to name at least 3 outdoor workers and how their jobs are affected by the weather.

WEATHER AND SEASONS
(ongoing)

SUGGESTED SUBJECT AREA Social Studies or Science

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Keep a daily calendar. (large wall type) Label each month as Fall, Winter, Spring, or Summer.	1. Mark the calendar daily, noting the date, day of week, month and year. Also draw illustration of the daily weather (clouds, snow, rain, sun) and record the morning temperature.	1. Large roll paper Teacher-made calendar with large squares for daily record
2. List and discuss workers who are affected by weather and seasons. Use resource persons for class discussion if available.	2. Farmer: how his work is influenced by weather and seasons. Postman: influence of weather on mail delivery Bus driver: seasonal problems House builder: seasonal influences City: snow removal equipment and workers	2. Resource people Personal pictures or slides as well as magazine pictures
3. Have children bring in and display seasonal things to bring seasons into good focus.	3. Arrange things on a large table or corner being sure to label them. (especially spring and fall) Promote thorough discussion of items brought.	3. --
4. Perform experiments in class.	4. Freeze water in both tin and glass containers to show expansion of water as it freezes. Show movement of air with ribbons attached to fan. Show condensation with can of ice in water over pan of warm water.	4. Household articles: cake pans, tin cans
5. Read story. Discuss weather reports and work of the weather man.		5. BOOKS: I Know a Weatherman, Williams, Putnam What Will the Weather Be, Barr Albert Whitman Pub. Katy and the Big Snow
6. Listen to weather reports on tv or radio.		6. Room tv or radio
		7. SONG: "Raindrops" p. 56, Music for Young Americans, Book I, ABC 1966

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
7. Talk about how seasons affect animals hibernation, migration, etc. (This unit would work well in the fall.)	5. List workers in story. Discuss work of each one.	8. Magazine article: "Thorton the Thermometer" Instructor, Jan. 1971
8. Make weather booklet. Each child draw a picture and label it Rainy, Snowy, Sunny, Cloudy.	6. Discuss advantages of knowing what to expect from weather. (dress, activities, etc.)	9. Ranger Rick magazine could be used. Good articles.
		10. Resource person: Miss Williamson from State Department on Dental Health

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop a positive attitude toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of the responsibilities of a doctor, each child shall be able to name and explain two duties of a doctor and name two reasons why we take shots.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1

IMMEDIATE NEIGHBORHOOD:
Doctor (January)

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read stories to the children about doctors and health helpers. 2. View film. 3. View picture fold-outs. 4. View filmstrips. 5. Sing songs, and learn chant. 6. Invite a doctor to the classroom to talk to pupils. 7. Role play.	1. Discuss duties and responsibilities of a doctor. Ask who has been to the doctor? In the hospital? Who else helps keep us well and strong? Can we also help? 2. View or discuss different visits to doctors. Who else has been there? etc. 3. Use suggestions for activities on back of pictures. 4. Discuss the duties carried out in the film and dramatize if there is interest - such as at morning health check time. 5. Memorize words and adapt some motions for the song learned. 6. Let him explain basic duties and allow time for questions. Talk about	1. BOOKS: Your World Books - Let's Go to the Doctor's Office and Let's Visit the Hospital Taylor Publishing Come to Work with us in a Hospital, Wilkinson, Sextant Series I Know a Nurse, M. Schima A Community Helper Book, Putnam About Friendly Helpers for Health and Safety, Hoffman - Melmont 2. FILM: Encl. Brit. - #2743 "The Doctor" 3. Picture fold-out: "People in the Neighborhood," The Child's World 4. FILMSTRIP: Long Filmslide Service Community Helpers Series "The Doctor" "The Nurse"

SUGGESTED CORRELATION FOR THIS ACTIVITY: The Bismarck Drug Kit can be tied in with a discussion on medicine.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Health rules like washing hands and keeping fingernails clean and clipped can be emphasized now. An ambulance driver might come to talk about his job and show the ambulance. Field trip to clinic, doctor's office or emergency room. Have school nurse come in to explain her duties.	medicine. Why it is important - what it does - when we take it - its good - its dangers. Why we have shots - do they hurt - how much. 7. (Alternative for #3) Have a doctor of the week for health check time.	5. SONGS: "The School Nurse," Music for Young Americans, ABC, Bk. I, 1966 Chant: attached 6. Resource person (parent) Doctor show and explain the innoculation instrument. Ambulance Driver School Nurse

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop an awareness of self-worth

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of types of work existing during Lincoln Era, each child will be able to draw and label three different jobs Lincoln did during his lifetime.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1

GREAT MEN OF OUR NATION:
Abraham Lincoln

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Prepare a bulletin board.	1. Arrange pictures on Lincoln's life to create interest.	1. Teaching Pictures - Holidays Theme, Cook Publ., Magazines, newspapers, packets, etc.
2. Read stories about A. Lincoln.	2. Read and discuss story stressing his pioneer home life and the effort he made to get an education. "What was his father's work?" etc. "During the course of the story of his life, how many jobs did he work at? Did he like these jobs?"	2. BOOKS: Abe Lincoln, C. I. Judson; This is my Country, Barr, Whitman Publ.; If You Grew Up With Abraham Lincoln, Ann McGovern
3. Make log cabin of Lincoln logs. Draw and color log cabins for room decoration.	3. Put Lincoln Log Cabin on table. Use modeling clay to base branches (taken from trees at home or schoolyard) to simulate wooded area. Pile cut up "wood" and "axe" to side of cabin in yard. Expand into a diorama (if interest is high) depicting a settlement,	3. Lincoln logs Modeling clay and branches from trees (children can bring them in)
4. Make mural of Lincoln at the many jobs he did during his lifetime. Person who thinks of the most jobs can be Lincoln for the day.	4. Prepare a mural base. Have children draw, color, and cut out, Lincoln doing variety of jobs. Past to mural and add some background.	4. Wrapping paper Paste, paper, crayons, scissors, etc.

SUGGESTED CORRELATION FOR THIS ACTIVITY: This can be a continuation of the Pilgrim unit in talking about early American life. Can also be correlated with writing - Find pictures in color books etc. of pioneer life - candle making, tanning hides, etc. The students decide on what to write about each. Booklet can be made of them.

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	5. Why was Lincoln a great man? What actions made him especially important? Would you feel as Lincoln did about holding people slaves? Use selected activities from "Teaching Pictures" in #1.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of the job responsibilities of postal workers, each child will be able to: a) Illustrate three postal workers performing different duties b) Explain very basically how a posted letter gets to its destination.

SUGGESTED SUBJECT AREA Soc. Studies

SUGGESTED GRADE LEVEL 1

Immediate Neighborhood
Mailman - Post Office (February)

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read stories from resource books.	1. Use stories and illustrations to acquaint children with post office function.	1. BOOKS: I Want to be a Postman, Carla Greene, Children's Press True Book of Our Post Office, Miner, Children's Press I Know a Postman, L. Henroid, A Community Helper Book, Putnam & Son Let's go to a Post Office, N. Buchheimer, G. P. Putnam & Sons, New York Mr. Zip and the U. S. Mail, Jene Barr Albert Whitman & Company, Chicago A Letter to Amy, Ezra Keats, Harper and Row, New York At the Post Office, Colonius, Melmont
2. Make a model post office.	2. Use shoe boxes for individual boxes. Stack, tape together, paint, and arrange like a section of the post office. Correlate with Valentine's Day so there will be lots of mail. Number post office boxes, and post the list of assigned numbers to each student's name. Children may use the post office for notes and various types of mail to their friends.	2. Use shoe boxes brought from each home.
3. View the picture fold-out and discuss jobs of the mailman.	3. Questions: Where does the mailman get the mail? Where does he take it? Do many people work at the post office? Is mail brought to the post office too? From where? Who and what carries mail? Who is mail sent to?	3. Picture fold-outs: People Who Come to my House. Child's World, Mankato, Minn 56001
4. Arrange a bulletin board and table display of postal items.	4. Display as many different kinds of things that come through the mail as	4. Items brought from home that have come through the mail and been discarded.
5. Sing songs.		
6. View a filmstrip.		
7. Meet the mailman that comes to your school.		
8. Write a letter to mother and dad, and address an envelope.		
9. Write a letter to a friend and mail it.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	possible. Encourage children to bring old envelopes with cancelled stamps, magazine wrappers, small boxes or parcels, check the items to determine the cost of the mailing.	5. SONGS: "Helpers," p. 44, Music for Young Americans, Gr. 2, American Book Co. 1966
	5. Learn words and adapt motions where possible.	6. FILMSTRIP: "The Post Office and Postal Workers," 140-C, Workers for Public Welfare, Eye Gate House, Inc. RECORDS & FILMSTRIPS: "Let's Go to a Post Office" Putnam
	6. View, discuss, and count (or enumerate) the workers in the filmstrip.	
	7. Meet the mailman and arrange to have him come to the room for a brief interview with the children, explaining the kind of mail he brings, how long his route is, how he carries all the mail, and about how many homes are on his delivery route.	7. Resource person.
	8. Tell them about the post office.	8. Use regular post office to send the letter.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Using visual aids a student will demonstrate a knowledge of workers in the space industry by identifying at least 6 workers.

SPACE WORKERS (introduction)

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. For a motivating experience, use a large bulletin board with planets and sun drawn roughly to scale. 2. Use books for stories and information gathering so that stories may be written. 3. List kinds of workers involved in our national study of space (limited) 4. View filmstrips. 5. Use Environmental kit from the Coke Company.	1. Have the bulletin board planets labeled and promote discussion of a) time to orbit sun, b) temperature of planet, c) possibility of life on planet. 2. Discuss bits of information found about space and write independent stories about it. Draw illustrations of the written story and color them. Compile into a story book. 3. Time the activity to correlate with some NASA activity if possible and watch it on TV in the classroom. Ask questions: Who makes the rockets? the instruments? the materials in the rockets? the fuel to power them? the pilots' or astronauts' food? What about the work of the astronauts themselves? the men who keep contact with them during a space trip? Which job would you be interested in doing? 4. Discuss and draw illustrations of area covered in film.	1. Planet drawings 2. BOOKS: Space, Marian Tellander (Follett Beginning Science Book) The Sun, Our Nearest Star, Franklyn M. Branley True Book: Moon, Sun & Stars, John Lewellen True Book: Space, Illa Podendorf I Want to be a Space Pilot, Greene, Children's Press Your World Let's Visit a Spaceship, Pope Taylor Publishing Co. 3. -- 4. FILMSTRIPS: Filmstrip House Space: - How an Astronaut Lives - Night & Day (rotation) - Our Solar System - Our Moon

SUGGESTED CORRELATION FOR THIS ACTIVITY: Correlate with any possible national space project. May also use with science unit on rockets.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To present appropriate occupational information about the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE:

Workers

a) Given five riddles about workers, the student will solve at least 2 of the 5 presented.
b) They will begin to make choices of occupations that interest them at this time.

SUGGESTED SUBJECT AREA Language Arts

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Read riddles to children and have them identify worker explained in riddle.	1. Select riddles from attached sheet describes workers children have discussed previously.	1. Attached Sheet (Read some) (Ditto others)
2. Solve Riddles	2. Use dittoed riddles for children to read, draw illustrations and label.	2. Use attached sheet for resource on dittoed riddles.
3. Write riddles	3. Everyone selects own subject and writes riddle (giving answer on back) Share by reading aloud to class and calling on the members of the class to discuss.	
4. Complete first row of <u>What I Want to Be When I Grow Up.</u>	4. Discuss with students: What workers have you seen or read about that you would like to be? Why would you want to be this type of worker? Please complete the line pertaining to your grade level now. Give your first, second and third choice. These will be passed on to your next year's teacher and you will be able to add to it each year. The fact that they may change many times before they actually choose one specific job. (continued)	4. Attached Sheet #2
5. Bulletin Board of drawings children have made about what they want to be.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	UGGESTED TECHNIQUE	RESOURCE MATERIALS
	5. Arrange a bulletin board of drawings children have made about what they want to be when they grow up.	5. Construction paper Crayons paint chalk
6. Show filmstrip	6. Review Discussion	6. Filmstrip: BFA "Who Helps Us"
7. Write a story "When I Grow Up"		

Primary

You are suppose to visit me twice a year. I help take care of a very important part of your body. I like you to brush your teeth after each meal. Who am I? (Dentist)

I bring milk to your houses. I drive a big truck. I also have cream, butter, and eggs in my truck. Who am I?

She wears a white dress. She helps people who are sick. She helps to make people well. What is her job?

I travel many miles every day. I bring letters and packages to people. Who am I?

Mr. Jones uses an instrument to check my eyes. He has me read a chart on the wall. If my eyes do not see very well, he gives me glasses.

I plant the seed for your puffed wheat. Most of my day is spent in the fields. I use many large machines. What is my job? (Farmer)

Many a letter I have seen him deliver in the heat of summer or the cold of winter. (Mailman)

He sweeps the floor and washes the windows. We see him in school. Who is he? (Janitor)

I help children cross the street. I help to keep our community safe. Part of my work is to see that laws are not broken. I am your friend. You can recognize me by the uniform I wear. Who am I?

He wears a white coat while examining your throat. And as he looks in your ears tells you never to fear. He takes your temperature with a stick called a thermometer. Who is he? (doctor)

I work where people borrow and use information from newspapers, magazines, records, films, and books. Not every school or city has me. My job is known as a librarian.

Mr. Brown lives in our town. He is always ready to help. He travels in a fast, red truck. He helps put out fires. What does Mr. Brown do?

Miss Smith visits our school. She checks our eyes and also teeth. Who is she?

I drive a large white truck which helps me deliver food to families in the city every day. My food comes from farm cows. You can eat some of these products and also drink some of them. Who am I?

I wake you in the morning. I hustle you off to school. I heal hurts and tuck you in at night.

John is a boy. He works for a large company. He helps us have things to read in our home. He carries rolled up printed sheets from door to door. Het gets money for these sheets. Part of this money he gets to keep for himself. What is his job? (Paper boy)

I am up bright and early when you are fast asleep. I'm busy driving truck and delivering something good for you to drink.

ELEMENTARY SCHOOL

WHAT I DESIRE TO DO OR BE WHEN I GROW UP

CHILD'S NAME _____ GRADE _____

FATHER'S NAME _____ OCCUPATION _____

MOTHER'S NAME _____ OCCUPATION _____

Please list three kinds of jobs (occupations, vocations or professions) that you would enjoy doing when you grow-up. You may change your choices each year, if you feel different about your earlier selection.

DATE	GRADE	1st Choice	2nd Choice	3rd Choice	Teacher	Remarks
	KDG.					
	1st					
	2nd					
	3rd					
	4th					
	5th					
	6th					

PLEASE KEEP IN CHILD'S FOLDER

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: To demonstrate a knowledge of workers in the pet industry, student will be able to name five workers and state one job responsibility of each.

GENERAL - PETS
(any opportune time during the year)

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 1

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Bring in fish, turtles, or small animals in a cage to be observed and cared for.	1. Give each child the opportunity to feed, clean up after, and generally care for one or the other of the school pets. Discuss the importance of constant good care. Why do we need to provide care for these animals?	1. Buy or ask children to bring fish, turtles, or other pets that can be kept such as mice, gerbils, hamsters.
2. Use Teaching Pictures. Make a list of the pets of all the children in the room.	2. Use suggestions in packet.	2. Teaching Pictures - Pets #41467, Cook SVE - Picture Story Study Prints -"Pets"
3. Read a story.	3. Carefully examine illustrations. Let each child tell about his pet and invite him to bring him to school to show it to the class. Mothers are usually cooperative about taking it home right after Show and Tell if it is a pet that would be too disturbing to leave in school.	3. BOOKS: Your World - Let's Choose a Pet Pope, Taylor Publishing
4. Discuss the care a veterinarian gives to a sick pet. Resource person may be obtained.	4. If possible, use a resource person who is a veterinarian to talk to your class, and then engage children in discussion through opportunity for questions.	4. Resource Person
5. Write stories and draw and color pictures of pets.		5. --
6. Sing songs.		6. SONGS: "I had a Little Turtle," p. 17 "Where O Where has my Little Dog Gone," p. 16, Music in Our Town, 1962, Silver Burdette "Little Hamster," p. 36, Music Thru the Day, 1956, Silver Burdette
7. View filmstrips.		

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
8. Visit pet shop on a field trip or have pet store owner visit classroom and discuss care of pets.	5. Arrange a bulletin board display of stories and illustrations or use the same material to compile a book of pets. 6. Memorize songs. Create actions whenever possible. 7. Discuss Filmstrip. Pretend the pet is yours. How would you care for it? What would you feed it?	7. FILMSTRIPS: Eye Gate House - Blackie, My Pet - My Cat, Taffy - My Dog, Spot - My Pet Canary

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To develop positive attitudes toward the world of work.

SPECIFIC BEHAVIORAL OBJECTIVE: Given a list of 15 jobs related to the circus, the student will demonstrate his knowledge of said jobs by identifying five of those listed.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL K-1

(Maybe used selectively) ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
1. Show a film about the circus.	1. Show the film "The Big Top" which shows many of the people that make up the "World of Work." Talk about the film after viewing it. How many jobs can you recall that were shown?	1. Film: "The Big Top"
2. Read circus stories.	2. Bring books from the library to your room. Let the children read these books. Read the more difficult ones to them.	2. Books: Daffy, Adda Mai Sharp Black Goes to the Circus W. Farley *The True Book: The Circus
3. Go to the circus. Shrine Circus may be timed for this activity.	3. This would be a good way to introduce your circus study or to complete it. Timing would be a deciding factor.	
4. Discussion on circus performers.	4. This discussion may be related to the circus directly if the class has seen it; otherwise, use pictures to relate to the various workers. Questions: What circus performers did we see? What did they do? List: Ringmaster, clowns, acrobats, jugglers, animal trainers, etc. Draw, color, and cut out your favorite performer.	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
5. Discussion on circus workers.	5. Relate to circus (as in #6) if possible. Questions: What workers were busy while we were watching the show? What were they doing? List: Animal keepers, electricians, workers to set up tents, load and unload animals, popcorn and peanut men, balloon men, ticket sellers, etc. Draw, color and cut out favorite worker.	
6. Discussion on circus animals.	6. Relate if possible (as in #6, #7). Questions: What animals did we see? Which one was your favorite? List: Lions, monkeys, horses, tigers, elephants, dogs, bears, etc. Draw, color, and cut out favorite animals.	6. Weekly Reader Set - "Circus Story" (Colored pictures)
7. Arrange a bulletin board.	7. Place all the colored cut outs of the children's work on a bulletin board under a "big top." Add side shows later.	7. Large roll brown paper. Use "Carnival of Animals" by Saint Seans. Children can act out animals suggested by music.
8. Sing circus songs.	8. Teach songs about the circus, performers and animals.	8. SONGS: Music for Young Americans, 1966 "Let's Have a Circus," p. 57 "The Ponies," p. 58 "The Lion Tamer," p. 59 "Clowns," p. 60 (attached) "Snake Charmers," p. 61 "The Circus Parade," p. 62 "Jumbo," p. 63 (attached) "The Merry-go-round," p. 64 Our First Music, C. C. Birchard & Co. "Circus Time" "Playing Bear" "The Lion" "A Monkey's Tail"
9. Paint large clowns and work into a circus mural. One or two life size ones may be made by drawing around a child lying on the floor. Or you may make a paper bag clown. Add a head, feet (big floppy shoes) hands, etc. to bag. Paint clown suit on bag.	9. Arrange on a mural or have a "Parade of Clowns." If they are added to a mural, use some of the people and animals the children have already made. During this activity, especially discuss the duties of a clown. (If this gets extra large it may be used in the hall outside the room.)	

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
10. Plan a circus in your room. Children are the performers; make costumes, do acts (children plan their own), have popcorn, balloons, etc., invite parents.	10. Let the children act out: tight rope walker, juggler, clown, etc.	10. Suggestive props: hats, ties, masks, etc.
11. Construct a circus ring.	11. Make a circus ring from corrugated paper, and place on table and fill with sand. Back (so they will stand) cut-out that children have already made and use them in the ring or make circus animals out of clay and place them in the ring or use unshelled peanuts and toothpicks to make circus animals to be placed in the ring. (or several small rings.)	11. Corrugated paper.
12. Write stories	12. Write independent stories about the animal and trainer, or worker, that again is a favorite; and illustrate the story with colored drawings at the end.	

APPENDICES

RESOURCE PEOPLE GUIDELINES

Preparation:

1. Make the initial contact.

2. Teacher should obtain background information on person so she can make the introduction.

3. Provide information to the speaker describing the type and number of students, the program, facilities and equipment you can provide, things to cover, etc. (letter for this purpose attached) Form XX

4. Cover the area concerning the resource person before he or she comes to the classroom.

5. Give students some general knowledge of this person's field.

6. Talk about questions that they wish to have answered. (general) Have these organized so that all questions can be asked without repetition.

7. Have the resource person ask students, "What do you think I do?" before he begins his actual presentation.

8. If question period lags the teacher should ask questions to bring out things that haven't been covered thus far.

Dear _____

My students are studying _____ _____
We would like to have some first hand knowledge about this area. We are interested in the work you do at your job. Below are listed some areas that we would like to have included in your talk to the class.

1. Title of job
2. Duties (simplified)
3. Training or preparation required.
4. Physical characteristics needed.
5. Social characteristics needed.
6. Do you work alone or with others.
7. Do you need to get along and cooperate with other workers.
8. What school courses helped a great deal in preparing you for this work?
9. Why do you work?
10. Do you like this job?
11. What are the good and bad points about it?
12. How and where training can be obtained.
13. Leave plenty of time for questions.

Listed below is some information you may find useful.

Grade _____

Number of students _____

Description of facilities and equipment available _____

_____

Thank you very much for consenting to spend some time with our class.

Sincerely yours,

Teacher

FOLLOW-UP

1. Discuss things they learned from visit (what do they know now about this job that they did not know in the past).

2. Discuss:

   a. Is this person's work useful? How?

   b. Would you like this type of work?

   c. What characteristics do you have that would be valuable in this work?

   d. What must you improve on if you were to go into this line of work?

FIELD TRIPS

Guidelines:

I. Set up plans:

A. Plan type of trip
Are students interested in going?
Is trip justifiable? (Can classroom provide same learning?)
Reason for taking trip:
1. Develop awareness of different workers
2. Helping them observe working conditions
3. Awareness of interdependence of workers.

B. Preparation

1. Permission from principal
2. Plans for transportation
3. Permission slips
Develop form-sheet for the tour of business place
4. Contact business tour establishment

a. Permission to come and deffinite date and time
b. Information given them
1. Number of children
2. Age and grade level
3. What material covered by children previously
4. Questions they might ask
5. Workers children may question
6. Do you have materials you would like us to go over beforehand or hand out on tour?
7. Safety measures to be observed

C. Pupil Teacher Preparation

Watch for:
1. Working condition
2. Training of workers
3. Duties of workers
4. Clothes they wear - appropriate
5. Numbers of workers
6. Safety
7. Do they like this work?

Our preparation for trip:
1. Appropriate clothing
2. Safety - conduct on tour
3. Courtesy (going and at tour base)
4. Departure time

D. Follow-up

1. Did you enjoy the trip and would you recommend trip to others? Why? Why not?
2. Discuss observations (C)
3. Were all your questions answered?
4. Which of these workers would you like to be?
5. What did you learn on this trip that you didn't learn in classroom?

FIELD TRIPS

Grade 1

Resource People

1. Tour Guides

   a. Talk on children's level

   b. Clear and audible voice

   c. Split groups so all can hear and benefit

   d. Give children ideas of what to look for before entering work area. If it is noisy, discuss briefly what will be seen, and then review after leaving the noisy area.

   e. Emphasize role of worker and not necessarily the product.

   f. Emphasize qualities needed in workers:

      1) punctuality

      2) getting along with co-workers

      3) responsibility to do your best work.

   g. Introduce workers as they are encountered on tour, with comments like "Mr. _____ is the man who does_____."